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ABSTRACT

The third year evaluation of the Richmond County (VA) Arts Program focused on one major question: What is the impact of the Arts Program on the curriculum, students, and teachers? Data from all three years of the program were used to assess impact. Since 1978, more students participated in the art and music curriculum, with opportunities for instruction in drama and musical productions. Administrators and teachers felt that the arts program increased student awareness and appreciation of the arts, creativity, and self-esteem. Administrators perceived that teachers increased their knowledge of community resources available in the arts, and their awareness and knowledge of different art forms. Many teachers increased their usage of arts activities. Public attendance at the Arts Performance Series increased since 1978. (Author/BW)

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RICHMOND COUNTY PUBLIC SCHOOLS

ARTS PROGRAM

AN EVALUATION OF THE IMPACT OF THE ARTS PROGRAM ON THE CURRICULUM, STUDENTS, TEACHERS, AND COMMUNITY 1980-81

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(Third Project Year)

TM 810 819

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TABLE OF CONTENTS

Page

Acknowledgments

Chapter I - Introduction: The Arts Program and Evaluation Design..... 1

Chapter II - Review of Evaluation of Program Implementation, 1979-1980..... 7

Chapter III - Impact of the Arts Program on the Curriculum, Students, Teachers and Community..... 15

Chapter IV - Evaluation of the Impact of the Arts Program..... 27

Appendices..... A1

Administrator Questionnaire
Teacher Questionnaire
Arts Teacher Questionnaire

Bibliography..... B1

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I further appreciate the services of my colleagues at Virginia Commonwealth University. Dr. Fredric Linder, Division of Educational Studies, conducted the study on self-esteem. Dr. Dan Reeves, Chairman of the Art Education Department, did the art product analysis to measure student creativity.

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CHAPTER I - INTRODUCTION: THE ARTS PROGRAM AND EVALUATION DESIGN

The Richmond County Arts Program is a planned three-year educational innovation in a small rural school division which combines school and community resources and monies with Title IV-C monies to develop and implement a comprehensive arts education program by 1980-1981. The project emphasized different components for program development and implementation each year, therefore the evaluation design focused on different evaluation questions each year.

During the first project year, 1978-79, three components of the Arts Program were developed and implemented. Based on the evaluation report, A Qualitative Evaluation of the First Year of Program Development and Implementation, 1978-79, some components were revised and others were developed or expanded. Thus, the second year of the project involved developmental and implementation activities. Based on the 1980 evaluation report, A Qualitative and Quantitative Evaluation of Program Development and Implementation, 1979-1980 and other factors, the third project year focused on implementing those project components considered feasible and effective during the previous two years.

The evaluation focus and methodology changed each year with the project. The first year evaluation report primarily focused on program development and indirectly focused on the outcomes of three target groups: students, teachers, and parents/patrons. The importance of assessing the degree of

program implementation before evaluating project outcomes has been noted in the decision-making models of evaluation. The second year evaluation design focused on program implementation and outcomes. Methodologies were ethnography, survey research, in-depth interviews, and measurement. Descriptive, analytical, and statistical methods were employed, including tests for statistical significance. As noted below, the evaluation for the third project year focuses on the impact of the arts program. Multiple methodologies are necessary.

THE ARTS PROGRAM: GOALS AND COMPONENTS

The goals of the Richmond County Arts Program are:

(1) to provide a comprehensive arts education program in Richmond County Public Schools
(2) to increase creativity and self-esteem of art students (Grades 6-12) and student awareness and general appreciation of the arts (Grades K-12)
(3) to broaden teachers' instructional strategies through use of arts activities and increase teachers' perceptions of the importance of arts for student development and achievement in general education
(4) to increase community participation in school non-athletic activities, i.e. arts activities.

The major components of the project are: the arts curriculum; the enrichment activities; and the community participation activities, i.e. Arts Performance Series. Each component involves several target groups: general education students, arts students, general education teachers, and parents/patrons. In addition, an unwritten goal of the Arts Program was to have an impact on the curriculum, students and teachers by providing a comprehensive arts education program.

Although several components have been revised and modified during the three years, perhaps the most important changes have been in personnel. The secondary choral teacher and the high school art teacher changed each year, however the curriculum was maintained. Further, administrative time allocated to the project decreased each year, yet the project components were implemented. Thus the project appears to have moved toward being institutionalized in the Richmond County School Division.

EVALUATION FOCUS AND DESIGN

The conceptual framework for the third year evaluation are the same as those for the previous evaluations. Conceptual models for the evaluation included responsive evaluation as suggested by Robert Stake, Evaluating the Arts in Education: A Responsive Approach (1975), decision-making evaluation as suggested by Daniel Stufflebeam, et al., Educational Evaluation and Decision-Making (1974) and educational criticism and connoisseurship as suggested by Elliot Eisner, The Educational Imagination: On the Design and Evaluation of School Programs (1979).

Focus

The third year evaluation design focused on one major question: What is the impact of the Arts Program, i.e. Title IV-C Arts Education Project, on the Richmond County School Division.

Specific evaluation questions were:

1. What was the impact of the Arts Program on the curriculum of all division schools?
2. What was the impact of the Arts Program on students, both general education students and arts students?
3. What was the impact of the Arts Program on general education teachers?
4. What was the impact of the Arts Program on parents/patrons of Richmond County Schools and the larger community?

In the questions above "impact" includes not only program objectives but also those outcomes, both process and product, which occurred during developmental project phases. Impact is defined and measured differently for each question. For example, the evidence of an impact on students includes awareness and appreciation of the arts, creativity in the arts, and positive self-esteem. Evidence of impact on the parents/patrons is determined by attendance at performances and support for the Arts Program.

Methodology

The evaluation methodology required both qualitative and quantitative data. Qualitative data included unobtrusive measures of impact of the arts program obtained through observation and conversations with project participants. These data and other data from the 1978-79 and 1979-80 evaluation reports are summarized in Chapter II.

The primary methodology for the 1980-81 report is survey research. Each of three participant groups completed a different questionnaire which assessed one or more project outcomes

and other activities resulting from the project. The seven administrators assessed the impact of the arts program on the curriculum, the students, the teachers, and the community. Seventy-seven general education teachers assessed their awareness of the arts program activities, their knowledge and awareness of the arts, their use of arts activities in the classroom and their appreciation and understanding of the importance of the arts in general education. The seven arts teachers evaluated the arts students in awareness, knowledge and skills in different art/music/dramatic forms. The arts teachers also assessed student creativity, pride in their performance/products, and self-esteem.

All three questionnaires used a Likert scale with a fifth option of "No Opinion/Cannot Judge" for those respondents who did not participate in the project all three years. Comments were requested on each instrument. Each questionnaire was developed by the External Evaluator, based on the two previous evaluation reports, and reviewed by the Project Director. After one revision, the project staff collected the data in early March, 1981. There was a hundred percent response rate for the administrators and arts teachers and an eighty percent response rate for the general education teachers.

The data were analyzed with descriptive statistics. All percentages were rounded to the nearest tenth.

Overview

The Evaluation Report contains three more chapters. Chapter Two summarizes relevant aspects from the 1979-80 evaluation

report. Different evaluation questions were investigated in the second project year and with changes in project staff, it was not relevant to continue specific methodologies the third project year. However, the evaluation data which focused on project outcomes will be summarized.

Chapter Three presents the data from the administrators, general education teachers, and arts teachers collected in March, 1981. Chapter Four evaluates the impact of the arts program using unobtrusive data, questionnaire data, and the 1979-1980 evaluation report.

CHAPTER II - REVIEW OF EVALUATION OF PROGRAM IMPLEMENTATION, 1979-1980

This summary of A Qualitative and Quantitative Evaluation of Program Development and Implementation, 1979-1980 focuses on 1) the arts curriculum; 2) student creativity and self-esteem; 3) teacher awareness, attitudes and usage of arts activities; 4) parent/patron participation and 5) unobtrusive measures of impact of the project.

Arts Curriculum

A 1-12 arts curriculum was implemented for the first time in 1979-80. The arts curriculum consisted of:

Arts Classes - required for grades 1-5 (one class a week)
- elective classes (2) for grades 6-8
- elective classes (3) for grades 9-12

Music Classes - required for grades 1-6 (one class a week)
- elective and selective choral and instrumental music for grades 7-12

Non-credit elective courses - drama class, after school, grades 6-12
- three 2-week mini-courses, grades 9-12

Demonstrations, Virginia Museum Traveling Exhibition displays, Theatre IV presentations

Observations of all curricula, except instrumental music where a highly developed, sequential curriculum previously existed, indicated that basic skills, appropriate to each discipline, were taught. Opportunity for the development of student creativity and self-esteem was not only provided but actively encouraged by the arts teachers. Instruction was planned and organized around basic concepts and knowledge.

Instructional activities emphasized the application of student acquired skills and knowledge in group activities and in individual music and art productions. Students were encouraged and praised by teachers in their development of aspects of creativity: fluency, originality, flexibility and elaboration. As the Project Director noted "All in all, the curriculum is moving well and is effective for our students."

Innovations the second project year were the non-credit elective courses: the after-school drama class and the high school mini-courses taught by adjunct faculty. Fourteen students completed the after-school drama class and more students than in previous years auditioned and participated in the one act plays given at the fall Dessert Theatre. The mini-courses were well received despite some difficulties in consistent attendance and administrative demands in organization. The mini-courses allowed non-art students to explore and develop interests, involved adjunct faculty in the school program, and provided a semi-in-service training for those teachers who took the courses.

Based on unobtrusive measures, student awareness and general appreciation of the arts increased with the implementation of a comprehensive arts curriculum, the non-credit courses, the Virginia Museum Traveling exhibits, and the Theatre IV presentations.

Student Creativity and Self-Esteem

Two quasi-experimental designs were used to measure student

creativity and self-esteem. Student creativity was measured with a One-Group Pretest-Posttest Design using a Creativity Rating Scale to measure elements of creativity and divergent thinking as conceptualized by J. P. Guilford (1957) and E. Paul Torrance (1965). These conceptualizations were suggested in the first year evaluation report and an instrument was developed by the project staff and further refined by the Art Education Department of Virginia Commonwealth University. The Creativity Rating Scale measured 1) flexibility or shifts in approaches, new uses of common ideas; 2) originality or statistical infrequency of an idea, lack of copying or repetition of an idea; and 3) elaboration or amount of detail or completeness of idea. The stimulus or "inspiration" used for drawings done in art classes on February 4, 1980, and April 15, 1980, was Carl Sandburg's poem "Chicago." A random sample of 30 drawings, stratified by school level and proportional by sex for pretest and posttest was drawn and a t-test computed.

The analysis of art drawings of the high school sample and the middle school sample indicated that the results were due to chance and one cannot tell if students increased in creativity. Several explanations are 1) the high school curriculum was still developing during the first year of implementation, 2) the wide range of drawing skills and talents demonstrated by individual students in the pretest and post-test activity could not be isolated from an assessment of creativity and resulted in a skewed distribution of scores, and 3) the short time span and other factors related to the testing

situation. Because a few students did score high on creativity in drawing on the pretest, the potential for creative expression in drawing is present.

A One-Group Pre-test-Posttest Design was used to measure self-esteem of junior high school art student sample (30 subjects) and high school art student sample (60 subjects). The Self-Esteem Inventory, developed by Stanley Coopersmith, was field-tested and considered reliable. The Inventory contained 50 items. The total score test-retest reliability coefficient was 0.88 over a five-week interval with a sample of 30 fifth-grade students and 0.77 over a three-year period with a sample of 56 public school students (S. Coopersmith, The Antecedents of Self-Esteem, 1967). The pretest-posttest results was analyzed with a t-test for statistical significance. In addition, a regression analysis was performed across grades with post-esteem as the dependent variable and pre-esteem and standardized achievement scores as independent variables. Other variables such as socio-economic status and special education status were not valid because of the skewed distribution of the population. It was not feasible to operationalize a variable on art achievement or other program variables.

Art students' self-esteem as measured by The Self-Esteem Inventory increased in grades 7, 8, 10, 11 and 12, although these increases were not statistically significant except for the seventh grade. The tenth grade achieved the largest increase in pre vs. post-esteem means. The self-esteem mean scores (both pre and post) were positively skewed or well above

the mid-point of the scale. However, the extent these results can be attributed to the arts program cannot be determined.

Teacher Awareness, Attitudes and Usage of Arts Activities

Teachers were aware that the Richmond County Public Schools had an arts program. Teacher respondents attributed to the Richmond Arts Project, in rank order: an increase in their appreciation of student arts activities (84%), knowledge of community resources in the arts and arts-related areas (72%), knowledge about the arts (61%), and awareness of different kinds of art/music forms (53%). Teachers rated as important activities for the school program in rank order: the student performances (88%), student interest in the arts (86%), and community interest in the arts (77%). Fifty-four percent of the teachers participated in at least one arts activity, 44% used the resources of the art and music teachers, and 40% used arts activities in their classroom instruction.

Parent/Patron Participation

The Performance Series continued to be the primary vehicle for increasing broad-based student, teacher and community awareness, general appreciation of the arts, and participation in school-sponsored arts activities. Parents and patrons increased their participation in the Arts Program from the previous year.

Community-based performance groups which were successful in 1978-79, were invited to return the second year. These included the Virginia Opera Theatre and "Gentlemen of Sound."

A Richmond County Art Festival was also sponsored. The Project Director used procedures to increase their impact on the students, faculty and community and to facilitate their continuation after the project ends.

School-based performances continued with some innovations and additions. The Fall Follies dedicated the new high school art, music and drama facilities. The fall one-act plays were presented as a Dessert Theatre and attendance increased from the previous year. The Christmas and Spring Choral and Band Concerts continued to draw large audiences. The division-wide student musical, "Hello Dolly" involved more students than the 1978-79 musical, was a more sophisticated presentation, and drew large audiences of parents and patrons.

Unobtrusive Measures of Impact of the Project

During the second year of the project, unobtrusive measures indicated that the project was having an impact on students, faculty and community. Since 1978, more students participated in a planned and sequential art and music curriculum with opportunities for instruction in drama and musical productions. More students enrolled in band, appreciated the art exhibits, and auditioned for the one-act plays and "Hello Dolly." Teachers requested in-service training in "Teaching for Creativity" and "Arts in the Classroom" and continued to take responsible roles in the production of the division-wide musical. Theatre IV presentations would continue in the third project year at all schools at the request of the principals.

Community participation in the schools' activities had increased with the Performance Series. The Virginia Opera Association performance sponsored by the Title IV-C project in 1979, gave a presentation in the Northern Neck in spring, 1980.

Perhaps the Superintendent summarized the impact of the project best from a division perspective.

> "I'm really pleased. It's been great! This year the project really took off. This is the first year in the history of our county that we have had art in the high school. The musical performances are probably the best we have ever done. The Art Festival was well organized. Theatre IV presentations are good for our students. Our problem now is to financially maintain the program in these economic times. Next year the county adds two of the teachers to our budget.
>
> The community is aware of the program and participate. There was such a need. We now have our community participation back up to where it was before integration. It's all been very positive. We have had the largest turnouts we've ever had except for athletics.
>
> Few people know it's Title IV-C but they do know we have an art, music, and drama program. The teachers are more receptive and supportive. The Project Director has done more than anyone else to develop it." 5/22/80

In summary, the arts curriculum was implemented in grades 1-12 and was considered effective for the students. The potential for creative expression in drawing was present and arts students mean self-esteem scores were positively skewed and well above the mid-point of the scale. Teachers increased in knowledge and appreciation of the arts and student arts activities. Parents and patrons continued their high attendance

of student performances and community-based performance groups. Unobtrusive measures indicated that the Arts Program was having an impact on the school division and its community.

CHAPTER III - IMPACT OF THE ARTS PROGRAM ON THE CURRICULUM, STUDENTS, TEACHERS AND COMMUNITY

This Chapter presents data regarding the impact of the Title IV-C Arts Program on the Richmond County school curriculum, students, general education teachers, and community. As noted in Chapter I, data was collected from three populations: division administrators, the arts teachers, and general education teachers. Although each population was asked to focus on the programmatic impact of different objectives on different target groups, some common objectives were assessed by all three groups. The data will be presented by each population group.

Administrator Assessment

All seven division administrators completed the evaluation questionnaire. Of the four principals and the three division administrators, only one had not participated in the project for one of the three years. Administrative assessment focused on the impact of the arts program on a) the curriculum, b) the students, c) the teachers, and d) the community.

Impact of the Arts Program on the Curriculum

N = 7	Always	Usually	Sometimes	Seldom	No Opinion
1. The Arts Program provided art and music classes in all division schools.	57%	29%	-	-	14%
2. The Arts Project provided additional resources and staff for a comprehensive arts program developed in conjunction with existing art, music, and dramatic programs.	100%	-	-	-	-
3. The Arts Program sponsored performances of professional touring groups and demonstrations by community artists and resource persons.	43%	43%	14%	-	-
4. The Arts Program sponsored student performances including band and choral performances, plays, musicals and art displays.	29%	57%	14%	-	-
5. The Arts curriculum should be an important component in the K-12 Richmond County school program.	71%	14%	-	-	14%

Administrators felt that the Arts Program always or usually (86%) provided art and music classes in all division schools, depending upon the year in reference. The Arts Project provided additional resources and staff for a comprehensive arts program developed in conjunction with existing art, music, and dramatic programs. The Arts Program always or usually (86%) sponsored demonstrations and performances by community artists,

professional touring groups, and student groups, depending upon the year in reference.

Eighty-six percent of the administrators felt the arts curriculum should be an important component in the Richmond County Schools educational program.

Impact of the Arts Program on Students

N = 7	Always	Usually	Sometimes	Seldom	No Opinion
1. The Arts Programs involved more students in arts activities as performers or as audiences than before the project.	57%	29%	14%	-	-
2. The Arts Program increased students' awareness of different art/music/dramatic forms.	71%	29%	-	-	-
3. The Arts Programs increased students' appreciation of different art/music/dramatic forms.	43%	57%	-	-	-
4. Performing students increased in skills and knowledge of the arts.	43%	57%	-	-	-
5. Students demonstrated creativity and originality in their performance/products.	29%	71%	-	-	-
6. Participating students demonstrated a positive sense of achievement, self-worth, or self-esteem.	29%	71%	-	-	-
7. The Arts Program should encourage an important area of student development: aesthetic, creative dimensions through the arts.	57%	14%	-	-	29%

Administrators felt that the Arts Program always or usually

(86%) involved more students in arts activities as performers or as audiences than previously. The Arts Program always or usually increased student awareness (100%) and appreciation (100%) of different art/music/dramatic forms. Performing students always or usually increased in skills and knowledge of the arts (100%) and demonstrated creativity and originality in their performances/products (100%). Participating students always or usually demonstrated a positive sense of achievement, self-worth, or self-esteem (100%). Seventy-one percent of the administrators felt that the Arts Program should encourage student aesthetic and creative dimensions through the arts.

Impact of the Arts Program on Teachers

N = 7	Always	Usually	Sometimes	Seldom	No Opinion
1. Teachers increased their knowledge of community resources available in the arts and arts-related fields.	29%	57%	14%	-	-
2. Teachers increased their knowledge of different kinds of art/music/dramatic forms.	14%	71%	14%	-	-
3. Teachers use arts-related activities for instructional purposes in their subject or content area.	14%	29%	57%	-	-
4. Teachers are supportive of student arts activities.	43%	57%	-	-	-
5. Teachers view the arts as important in the general education of all Richmond County students.	43%	57%	-	-	-

Administrators perceived that teachers always or usually increased their knowledge of community resources available in the arts and arts-related fields (86%). Teachers always or usually increased their knowledge of different kinds of art/music/dramatic forms (86%). Fifty-seven percent of the administrators thought the teachers sometimes use arts-related activities for instructional purposes while forty-three percent thought teachers always or usually did so. One hundred percent of the administrators thought the teachers always or usually support student arts activities and viewed the arts as important in the general education of all students.

Impact of the Arts Program on the Community

N = 7	Always	Usually	Sometimes	Seldom	No Opinion
1. Community attendance at school-sponsored arts performances increased since 1978.	57%	29%	-	14%	-
2. Parents support art and music classes in all Richmond County schools.	43%	57%	-	-	-
3. Parents and patrons cooperate in the production of student performances/exhibitions.	43%	57%	-	-	-
4. Parents and patrons desire the Arts Program to continue in some form beyond 1981.	43%	57%	-	-	-
5. Some performances of touring groups, initially sponsored by the Title IV-C project, have continued in the Northern Neck area.	43%	43%	-	-	14%
6. The Arts Performance Series from 1978-1981 provided a variety of cultural events not usually sponsored by community organizations.	57%	43%	-	-	-

Administrator perceptions of the impact of the Arts Program on the community was unusually consistent. All administrators (100%) perceived that parents always or usually 1) supported art and music classes in all Richmond County schools, 2) cooperated in the production of student performances/exhibitions, 3) desired the Arts Program to continue in some form beyond 1981, and that the Arts Performance Series from 1978-1981 provided a variety of cultural events not usually sponsored by community organizations. Eighty-six percent of the administrators felt community attendance at school-sponsored arts performances increased since 1978 and that some performances of touring groups, initially sponsored by the Title IV-C project, have continued in the Northern Neck area.

General Education Teacher Assessment

Eighty percent of the general education teachers completed the evaluation questionnaire. Of the 60 teacher-respondents, 16 teachers in 1978-79 and 10 teachers in 1979-80 were not employed in the school division and did not participate in the program. The "No Opinion" responses generally reflect the perceptions of these teachers.

General education teacher assessment focused on their awareness of major activities of the arts program and the degree to which the program increased their knowledge, appreciation and use of the arts and their understanding of the importance of the arts in general education.

Awareness of Major Activities of Arts Program, 1978-1981

N = 60

95% Art and music classes in all schools
88% Presentations for students during school hours, i.e. Theatre IV, etc.
63% Demonstrations by community artists, resource persons
72% Performances and exhibitions by professional touring groups, individual artists
92% Student performances including choral and band performances, drama performances, musicals, and art displays
48% Drama classes
57% Mini-courses

Teachers were most aware of arts activities which had division-wide visibility: art and music classes in all schools (95%), student performances (92%), and presentations for students during school hours (88%). Teachers were less often aware of performances and exhibitions by professional touring groups (72%) and demonstrations by community artists and resource persons (63%). Teachers were least aware of activities which were available only in a specific school or were scheduled at unusual times such as the mini-courses (57%) and drama classes (48%).

Impact of the Arts Program on General Education Teachers

N = 60	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
1. Increased my knowledge of community resources available in the arts and arts-related areas.	7%	52%	12%	8%	22%
2. Increased my awareness of different art/music/dramatic forms.	3%	43%	18%	10%	25%
3. Increased my knowledge of the arts.	3%	47%	17%	7%	27%
4. Increased my use of arts-related activities for instructional purposes.	7%	40%	20%	2%	32%
5. Increased my appreciation of student activities in the arts.	20%	58%	5%	0%	17%
6. Increased my understanding of the importance of the arts in the general education of Richmond County students.	18%	65%	2%	0%	15%

Fifty-nine percent of the teachers increased their knowledge of community resources available in the arts and arts-related fields while twenty-two percent of the teachers had no opinion. Approximately half of the teacher respondents increased their awareness of different art/music/dramatic forms (46%), knowledge of the arts (51%), and use of arts activities for instructional purposes (47%). However, these may be misleading figures due to the wording of the question. Twenty-five percent or more of the teachers said they had no opinion regarding their increase of awareness, knowledge and use of arts activities and twenty-two percent or more stated that their knowledge had not increased. As reflected in the

comments, these teachers felt their awareness, knowledge, and use of arts activities were well established before the project and that the program per se did not effect them in this manner.

Seventy-eight percent of the teachers increased their appreciation of student activities in the arts and seventeen percent had no opinion. Eighty-three percent of the teachers increased their understanding of the importance of the arts in the general education of Richmond County students.

Teacher comments were positive regarding the Arts Program. The most frequent comments focused on the quality and need for the program. Examples of such reactions were: "The concept or idea is excellent"; "The program is exceptional"; "It was sorely needed"; "Great! I wish we had had it much sooner"; "I hope it can continue." Some teachers recognized the cooperation and aid provided by the music and art teachers to aid in general classroom instruction. Some suggestions were made to expand the program.

Arts Teachers Assessment

All arts teachers completed the evaluation questionnaire which focused on arts student interest, knowledge, appreciation, and skills in the arts. The arts teachers were also asked to assess student creativity, self-esteem and pride in their performances/products. The seven arts teachers included two art teachers, two drama teachers, two choral teachers, and one instrumental music teacher. Of these seven teachers, five had participated in the Arts Program during all three years.

Impact of the Arts Program on Arts Students

N = 7

STATEMENT:	Always (4)	Usually (3)	Sometimes (2)	Seldom (1)	Not Apply/ Cannot Judge
1. Student interest and/or enrollment in arts classes has increased since 1978.	57%	43%	-	-	-
2. Arts students are aware of different art/music/dramatic forms.	57%	14%	29%	-	-
3. Arts students appreciate different art/music/dramatic forms.	29%	57%	14%	-	-
4. Arts students learn knowledge and concepts relative to the particular art discipline.	57%	43%	-	-	-
5. Arts students develop skills in producing a product and/or performance.	86%	14%	-	-	-
6. Arts students demonstrate flexibility: use of an idea in a different way.	14%	71%	14%	-	-
7. Arts students demonstrate originality or infrequency of an idea compared to others, lack of copying or repetition of an idea.	-	86%	-	-	14%
8. Arts students demonstrate elaboration or completeness of an idea, complexity of a composition, sophistication of a design.	14%	43%	43%	-	-
9. Arts students develop a sense of achievement and pride in their performances/products.	57%	29%	14%	-	-
10. Arts students develop a positive self-esteem through their performances/product.	43%	57%	-	-	-

All of the arts teachers stated student interest and enrollment had increased since 1978. Teachers perceived that students were always or usually aware of different art/music/drama forms (71%) and appreciated these different forms (86%). Teachers felt students always or usually learned knowledge (100%) and developed skills in production (100%) and developed skills in production (100%).

The arts teachers were asked to assess art students creativity, specifically originality, flexibility, and elaboration. Eighty-six percent of the arts teachers felt students always or usually demonstrated flexibility and originality. These teachers perceived that students always (14%), usually (43%), or sometimes (43%) demonstrated elaboration or complexity of a composition.

Arts teachers were also asked to assess arts students self-esteem. According to these teachers, arts students always or usually develop a sense of achievement and pride in their performances/products (86%) and a positive self-esteem (100%).

Summary

In brief, the impact of the Title IV-C Arts Program was multiple in terms of objectives achieved and in terms of diverse participating groups. A comprehensive arts program was implemented. Students increased their awareness and appreciation of different art/music/dramatic forms. Performing students, i.e. arts students, also increased their knowledge and skills and usually demonstrated creativity and developed a positive

self-esteem. General education teachers increased in their knowledge and appreciation of the arts and, to a lesser extent, their usage of arts activities in instruction. Administrators and teachers developed positive attitudes toward the importance of the arts in general education. Community attendance at school-sponsored events increased and both parents and patrons supported the school arts program.

CHAPTER IV - EVALUATION OF THE IMPACT OF THE ARTS PROGRAM

This final chapter summarizes and synthesizes the data presented in Chapter II on program implementation and outcomes in 1979-80 and in Chapter III on the impact of the Arts Program on the curriculum, students, teachers and community in 1980-81. The evaluation is organized by program objectives (see Chapter I) and unobtrusive measures which emerged during the three year project.

A Comprehensive Arts Education Program Institutionalized

A comprehensive arts education program was implemented in 1979-80. The arts program was comprehensive in that 1) a 1-12 grades arts curriculum was developed; 2) community artists and arts-related resource persons were involved in the school program; 3) performing touring groups, demonstrations and exhibitions were presented at all schools; and 4) student performances were systematically broadened to include combinations of art, music, and drama and organized with professional touring groups as a Performance Series.

For the first time in the school division, art and music classes were either required or elective in all four schools. Observations of all curricula indicated that basic skills, appropriate to each discipline, were taught. Opportunity for the development of student creativity and self-esteem was not only provided but actively encouraged by the arts teachers.

Eighty-six percent of the administrators felt the arts

curriculum should be an important component in the Richmond County Schools educational program. Administrators perceived that teachers were supportive of student arts activities. Eighty-three percent of the teacher respondents felt the project increased their understanding of the importance of the arts in the general education of the Richmond County students.

Impact of the Arts Program on Students

Since 1978, more students participated in a planned and sequential art and music curriculum with opportunities for instruction in drama and musical productions. Each year more students enrolled in arts courses, appreciated the art exhibitions and Theatre IV presentations, and auditioned for the one act plays and the division-wide dramatic productions: "Sound of Music," "Hello Dolly" and "The Miracle Worker."

All administrators felt the arts program always or usually increased student awareness and appreciation of different art/music/dramatic forms. The arts teachers agreed with the administrators that the comprehensive arts program increased student awareness and appreciation of the arts whether the students were enrolled in arts courses or were general education students.

Both the administrators and the arts teachers noted that those students who enrolled in the arts classes or the "performing students" always or usually learned knowledge and concepts relative to the particular art discipline. These students also developed skills in producing a product or

performance.

All administrators perceived that most arts students developed creativity in their products/performances. Arts teachers assessed the elements of creativity. Although the art product analysis in 1979-80 suggested the potential for creative expression existed in the arts students, the results were not statistically significant and thus one could not assess student creativity. However, the arts teachers indicated that students always or usually demonstrated flexibility and usually demonstrated originality. Students demonstrated to a lesser extent elaboration or complexity of a composition. Further, most administrators felt that the arts program should encourage the aesthetic and creative dimensions through the arts.

All administrators and most arts teachers felt that the arts students developed a positive self-esteem through their performance/products. All administrators and most arts teachers perceived students as developing a sense of achievement and pride in their performances/products. These observations agree with the 1979-80 assessment of students with the Coopersmith Self-Esteem Inventory. Although there was not a statistically significant difference between the mean pretest and posttest scores, the self-esteem mean scores (both pre and post) were positively skewed or well above the mid-point of the scale.

Impact of the Arts Program on Teachers

Administrators perceived that 86% of the teachers always or usually increased their knowledge of community resources available in the arts and increased their awareness and knowledge of different art/music/dramatic forms. Teachers agreed to a lesser extent, noting that some individuals already were aware and knowledgeable about the arts prior to the project. Forty-seven percent of the teachers felt they had increased their use of arts-related activities for instructional purposes, while all administrators perceived that teachers had increased their usage of arts activities to varying degrees. Both the administrative and teacher data indicated that eighty-three percent or more of the teachers increased their understanding of the importance of the arts in the general education of Richmond County students and that all teachers were supportive of student arts activities.

Impact of the Arts Program on the Community: Parents and Patrons

Administrators perceived that attendance at the Arts Performance Series increased since 1978. As the Superintendent noted in May, 1980, "The community is aware of the program and participates. There was such a need. We now have our community participation back up to where it was before integration. It's all been very positive. We have had the largest turnout we've ever had except for athletics."

Administrators stated that parents and patrons supported art and music classes in all Richmond County schools and

cooperaced in the production of student performances and exhibitions. Parents and patrons wanted the Arts Program to continue in some form beyond 1981.

Further, administrators perceived that some performances, initially sponsored by the Title IV-C project continued in the Northern Neck area. Administrators also felt that the Arts Performance Series from 1978-1981 provided a variety of cultural events not usually sponsored by community organizations.

Unobtrusive Measures of Impact of the Project and Institutionalization of the Arts Program.

The Project Director noted in December, 1980, that the third year was one of "winding down the project." This involved selecting those aspects of the project which were most beneficial to the students and community and which the community and school division could financially maintain. Thus, the third project year was one of a transition for planning the institutionalization of selected project components.

The school division, beginning in the 1981-82 school year, will maintain the secondary art teacher and the elementary music teacher. Thus, the entire teaching staff of the Arts Program which participated in the project will continue. This insures the continuance of elementary vocal music and secondary art and fosters the comprehensive approach to arts education. Further, it is a remarkable demonstration of community and school support for the Arts Program.

A second unobtrusive measure of institutionalization was the decision to build a new elementary school which will have

appropriate art and music facilities. A public hearing was favorable and the School Board approved the plans for the new school. The responses at the hearing and the School Board action indicates community support for the school program, including the Arts Program, and for the public school system in general.

With the staff, space, and facilities provided, community support, and continued leadership at division level, it appears that the arts curriculum and the Arts Performance Series will be institutionalized as a part of the Richmond County Schools educational program.

APPENDICES

Administrator Questionnaire

Teacher Questionnaire

Arts Teacher Questionnaire

Richmond County Schools Title IV-C Arts Project
Administrator Questionnaire
Spring, 1981

Please respond to the following questions for the evaluation of the Richmond County Schools Title IV-C Arts Project. The questionnaire is a general assessment of the impact of the project in four areas: the Arts Program, students, teachers, and community. Questions do not focus on a particular school. Indicate for each question the amount of agreement, frequency of occurrence or if you have no opinion. Your perceptions and comments will be especially useful.

1. My present position is: (Check one)

_____(principal _____division administrator

2. I have been involved in the Arts Project since (Check as many as apply)

_____1978-79_____1979-80_____1980-81

	Always	Usually	Sometimes	Seldom	No Opinion
ARTS PROGRAM					
3. The Arts Program provided art and music classes in all division schools.	___	___	___	___	___
4. The Arts Project provided additional resources and staff for a comprehensive arts program developed in conjunction with existing art, music, and dramatic programs.	___	___	___	___	___
5. The Arts Program sponsored performances of professional touring groups and demonstrations by community artists and resource persons.	___	___	___	___	___
6. The Arts Program sponsored student performances including band and choral performances, plays, musicals and art displays.	___	___	___	___	___
7. The Arts curriculum should be an important component in the K-12 Richmond County school program.	___	___	___	___	___

	Always	Usually	Sometimes	Seldom	No Opinion
IMPACT OF ARTS PROGRAM ON STUDENTS					
8. The Arts Programs involved more students in arts activities as performers or as audiences than before the project.	___	___	___	___	___
9. The Arts Program increased students' awareness of different art/music/dramatic forms.	___	___	___	___	___
10. The arts Programs increased students' appreciation of different art/music/dramatic forms.	___	___	___	___	___
11. Performing students increased in skills and knowledge of the arts.	___	___	___	___	___
12. Students demonstrated creativity and originality in their performance/products.	___	___	___	___	___
13. Participating students demonstrated a positive sense of achievement, self-worth, or self-esteem.	___	___	___	___	___
14. The Arts Program should encourage an important area of student development: aesthetic, creative dimensions through the arts.	___	___	___	___	___

Additional comments regarding the impact of the Arts Program on students: _____

_____

IMPACT OF ARTS PROGRAM ON TEACHERS					
15. Teachers increased their knowledge of community resources available of the arts and arts-related fields.	___	___	___	___	___
16. Teachers increased their knowledge of different kinds of art/music/dramatic forms.	___	___	___	___	___
17. Teachers use arts-related activities for instructional purposes in their subject or content area.	___	___	___	___	___

	Always	Usually	Sometimes	Seldom	No Opinion
18. Teachers are supportive of student arts activities.	___	___	___	___	___
19. Teachers view the arts as important in the general education of all Richmond County students.	___	___	___	___	___

Additional comments regarding the impact of the Arts Program on general education teachers:_____

_____

_____

_____

20. Community attendance at school-sponsored arts performances increased since 1978.	___	___	___	___	___
21. Parents support art and music classes in all Richmond County schools.	___	___	___	___	___
22. Parents and patrons cooperate in the production of student performances/exhibitions.	___	___	___	___	___
23. Parents and patrons desire the Arts Program to continue in some form beyond 1981.	___	___	___	___	___
24. Some performances of touring groups, initially sponsored by the Title IV-C project, have continued in the Northern Neck area.	___	___	___	___	___
25. The Arts Performance Series from 1978-1981 provided a variety of cultural events not usually sponsored by community organizations.	___	___	___	___	___

Additional comments regarding the impact of the Arts Program on the community:_____

_____

_____

_____

Richmond County Schools Title IV-C Arts Project
Teacher Questionnaire
Spring, 1981

Please answer the following questions to aid in the assessment of the Richmond County Title IV-C Arts Project.

1. I was employed by Richmond County Schools during the following years of the Arts Project: (Check as many as apply)

_____ 1978-79 _____ 1979-80 _____ 1980-81

2. I am aware of the following major activities sponsored by the Richmond County Arts Project from 1978-1981. (Check as many as you are aware of)

_____ Art and music classes in all schools
_____ Presentations for students during school hours, i.e. Theatre IV, etc.
_____ Demonstrations by community artists, resource persons
_____ Performances and exhibitions by professional touring groups, individual artists
_____ Student performances including choral and band performances, drama performances, musicals, and art displays
_____ Drama classes
_____ Mini-courses

3. The Richmond County Arts Project has: (Check one for each statement)

	Strongly Agree	Agree	Disagree	Strongly Disagree	No Opinion
A. Increased my knowledge of community resources available in the arts and arts-related areas.	___	___	___	___	___
B. Increased my awareness of different art/music/dramatic forms.	___	___	___	___	___
C. Increased my knowledge of the arts.	___	___	___	___	___
D. Increased my use of arts-related activities for instructional purposes.	___	___	___	___	___
E. Increased my appreciation of student activities in the arts.	___	___	___	___	___
F. Increased my understanding of the importance of the arts in the general education of Richmond County students.	___	___	___	___	___

Additional comments regarding the Arts Project:_____

_____

_____

Richmond County Schools Title IV-C Arts Project
Arts Teacher Questionnaire
Spring, 1981

Please complete this brief questionnaire for the evaluation of the Title IV-C Arts Project, 1978-81. As an arts teacher your assessment of your art, music, choral or drama students in terms of project objectives is important. Beside each statement, check the appropriate response of Always (4 points), Usually (3 points), Sometimes (2 points), Seldom (1 point) or Not Apply/Cannot Judge. Arts students refer to those students enrolled in an art, music, choral or drama class and/or participating in an arts performance.

STATEMENT:	Always (4)	Usually (3)	Sometimes (2)	Seldom (1)	Not Apply/ Cannot Judge
1. Student interest and/or enrollment in arts classes has increased since 1978.	___	___	___	___	___
2. Arts students are aware of different art/music/dramatic forms.	___	___	___	___	___
3. Arts students appreciate different art/music/dramatic forms.	___	___	___	___	___
4. Arts students learn knowledge and concepts relative to the particular art discipline.	___	___	___	___	___
5. Arts students develop skills in producing a product and/or performance.	___	___	___	___	___
6. Arts students demonstrate flexibility: use of an idea in a different way.	___	___	___	___	___
7. Arts students demonstrate originality or infrequency of an idea compared to others, lack of copying or repetition of an idea.	___	___	___	___	___
8. Arts students demonstrate elaboration or completeness of an idea, complexity of a composition, sophistication of a design.	___	___	___	___	___
9. Arts students develop a sense of achievement and pride in their performances/products.	___	___	___	___	___

	Always (4)	Usually (3)	Sometimes (2)	Seldom (1)	Not Apply/ Cannot Judge
10. Arts students develop a positive self-esteem through their performances/product.	___	___	___	___	___

Additional comments regarding the impact of the Arts Program on arts students: _____

_____

_____

_____

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